 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**Teacher’s Name:** Ms. McCarthy **Lesson #:** Three

**Facet:** Self-Knowledge **Grade Level:** 10

**Numbers of Days:** One class **Topic:** Nutrition  
  
**PART I:**  
  
**Objectives**  
Student will understand that it is important to know the balance between carbohydrates, fats, and protein percentages in regards to recommended daily intake. Student will know key terms such as: Calories, Macro-nutrients (definitions of each), Micro-nutrients (definitions of each), Minerals, Supplement, Vitamins (water soluble and fat soluble). Health risks related to poor eating habits. Daily recommended values.  
Student will be able to do make sense of the importance of having the recommended balance of fats, carbohydrates, and protein percentages.  
**Product:** Students will use fitday.com to log their daily intake and activity. They will use this to write a 2 page reflection paper.  
  
**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**  
Maine Learning Results  
Content Area: Health Education and Physical Education  
Standard Label: F  
Standard: F2 Goal Setting  
Grade Level: 9-Diploma  
Students develop and analyze a plan to attain a personal health goal.  
  
**Rationale:** Throughout this unit, students will learn the difference between healthy and unhealthy eating habits, including the daily recommended intake of each protein, fats, and carbohydrates, as well as the possible risks related to unhealthy eating habits. Once students establish a general understanding of this, they will then take a look at their own health choices around food and nutrition and create a short-/long-term goal that includes strengths, risks, and needs to achieve this goal.  
  
**Assessments**   
**Formative (Assessment for Learning)**  
**Section I –**Students will do a Quick Writes assignment. This is a means of checking for understanding. Students will be asked to recall a specific incident where they had an unbalanced diet and write about how they felt after. They should include a lack or too overload of a specific macro-nutrient. They may not know, but want to, that is okay as well. I want to see where they are at and what I should be going over for the day.  
**Section II –** Self-Assessment using a Checklist so students have a structured outline that includes what they must do. This assignment is pretty straight forward so a short checklist is all the students will need to be successful. A checklist will also be used by the teacher, this will be beneficial because the teacher can see six days, check or not, and write beside it any comment.  
**Summative (Assessment of Learning): Log on fitday.com combined with a paper (25 points)**: Students will use the website fitday.com to log at least six days of their food/activities. They will then write a two page reflection paper that discusses what they learned about their own diet/eating habits. Gifted students will also log entries for six days, however, for three days they will log entries of their own intake and the other three days they will log entries of another person (with consent). They will also write a two page reflection paper about what they learned about their own eating habits, as well as how it compares to another person's eating habits. Since students will need six days of log entries, the reflection paper will be due later, with lesson 6.  
**Integration**  
**Technology:** During this specific lesson we will be using an online log that you can enter in all of your measurements, medications, daily intake, activity, etc. This information will only be seen by the student. I will make sure they have logged in for a total of 6 days, but I won't be reading anything.  
**Content Areas: Math:** Students will be incorporating math skills when determining the balance of protein, fat, and carbohydrate percentages that are required as the daily recommended values. **Science:** The reactions, good and bad, of a balance or unbalanced diet. **English:** Reflection paper, proper grammar, spelling, structure, etc.  
  
**Groupings**   
**Section I -** Students will use a Cause and Effect type chart as a graphic organizer, it will be created by me so there can be three columns, Nutrient, Too Many, and Too Little. This will be used for note taking when we discuss what happens when you have too many or too little of a specific macro- or micro- nutrient. Students will then be asked to find the solution for these, each one will get a different one. They will decorate/draw/write on a piece of paper describing how to fix the problem and the class will do a gallery walk. This is a means of cooperative learning. Students will be able to take notes while they walk around.  
**Section II –** Students will be doing this on their own. Students will be logging into fitday.com for at least six days, they will later have to write a two page reflection paper discussing their diet. Gifted students will have a slightly different assignment. They will also be asked to enter in the log for six days, however, three days will be their own diet and three days will be the diet of their assigned character (they will get this in lesson 4). I want my gifted students to write a two page reflection paper that not only discusses their own diet, but also compares it to the diet of a person who has a diet related disorder or disease.  
  
**Differentiated Instruction**  
**MI Strategies**  
**Verbal:** Daily presentations and discussions posed by teacher.  
**Logic:** Daily intake will be changed into percentages of total daily intake.  
**Visual:** Students will use FitDay, which uses visuals and charts, to understand their own intake in terms of percentages.  
**Kinesthetic:** Students will do a gallery walk which will allow them to get up and learn the objectives.  
**Intrapersonal:** The Quick Writes assignment allows students to individually reflect on their knowledge.  
**Interpersonal:** Students use cooperative learning, through a gallery walk.  
  
  
  
**Modifications/Accommodations**  
**From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)** I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.  
  
**Plan for accommodating absent students:**  
If a student is absent from class, he/she is responsible for picking up the handouts that were given out during the class. Handouts will be in a folder with his/her name on it in a specific bin that has the name and period that the student is in. Included in this folder students will see any texts, websites, or videos that the class got to look at on a given day, videos and text will be available for students to view. Students will also have a written note from the teacher that tells them whether they need to meet with them or not to further explain anything the student missed. Students should have picked a buddy at the beginning of the semester that they can pick up any notes from, as well as the teacher will make notes available on the wikispace. Students will be given the same number of days as the rest of the class to complete any assignments that they have missed.  
  
**Extensions**  
  
**Type II technology:**  
During this specific lesson, students will use the website fitday.com. This allows them to enter in all sorts of information, including height, weight, daily intake and output, and many other variables. This site gives great visuals of pie charts and graphs. Students will enter into the food and activity log for at least six days.  
**Gifted Students:**  
Gifted students will also be using fitday.com to log entries for six days, however their task is a bit different. They are asked log their own daily intake and output for three days, and for the other three days they will be filling out the logs as if they were the character they will be assigned in lesson 4. These students will also be writing a two page paper, but instead of just discussing their own diet, I want them to reflect on their diet compared to the diet of their character who has a diet related disorder or disease, as well.  
**Materials, Resources and Technology**  
**-**Laptops   
-Pens/pencils and paper  
-Checklist  
-Graphic organizer  
-Index cards  
-Markers/Colored pencils  
  
**Source for Lesson Plan and Research**  
<http://ods.od.nih.gov/HealthInformation/DS_WhatYouNeedToKnow.aspx> Supplement Information  
<http://www.mckinley.illinois.edu/handouts/macronutrients.htm> Macro-nutrient information.  
<http://www.fitday.com/fitness-articles/nutrition/vitamins-minerals/micronutrients-what-they-are-and-why-theyre-essential.html> Micro-nutrient information.  
<http://www.medicalnewstoday.com/articles/195878.php> Vitamins.  
<http://www.foodpyramid.com/dietary-minerals/> Minerals.  
<http://www.ghc.org/healthAndWellness/index.jhtml?item=/common/healthAndWellness/conditions/diabetes/foodBalancing.html> Balancing Fats, Carbs, and Proteins.  
<http://www.youtube.com/watch?v=kwqExObifXM> Fat, Sick, and Nearly Dead.  
  
**PART II:**  
  
**Teaching and Learning Sequence**  
  
  
**Day One:** Having too little or too many macro- and micro-nutrients. 80 minutes.

* A clip from Fat, Sick, and Nearly Dead will be shown. (5 minutes.)
* Brief discussion then dive into content notes and teacher presentation. (35 minutes.)
* In-class assignment is to find solutions for specific abundance or deficiency of a micro-nutrient. (15 minutes.)
* Gallery Walk. (15 minutes.)
* Introduce fitday.com, give assignment on completing 6 days of log entries. (5 minutes.)
* Students will complete the Quick Writes assignment. (5 minutes.)

Students will understand that the appropriate balance of our daily intake is very important. Specifically, students will know what happens when we get too many or too little of a specific macro or micro nutrient. Students will be aware of the appropriate balance as well as they will be able to apply this knowledge throughout the entire unit when considering their own eating habits and creating a short or long-term goal. Students develop and analyze a plan to attain a personal health goal. As a hook, I will be showing a video clip from the movie Fat, Sick, and Nearly Dead. We will discuss the video for a few minutes and then discuss having an appropriate balance of macro-/micro-nutrients. Students will be filling out a Cause/Effect graphic organizer will I present them with information. I will introduce fitday.com and pass out the requirements/checklist for their assessment closer to the end of class.  
**Where, Why, What, Hook, Tailor:** Intrapersonal, Interpersonal, Verbal, Visual, Logical  
  
Students will know key terms such as; Body Mass Index, Calories, Macro-nutrients (definitions of each), Micro-nutrients (definitions of each), Minerals, Supplement, Vitamins (water soluble and fat soluble). Health risks related to poor eating habits. See content notes. The students will be filling out their Cause and Effect graphic organizer as I present the information to them. I will encourage them to use this because it will help them in our activity half way through class. Once I have finished presenting information, I will then have students start on their Gallery Walk assignment. This is an in-class assignment, I will just go through the cluster of desks have two students providing the solution for having too much of a micro- or macro- nutrient and the other two doing the solution for having too little. While I am assigning these, I will pass out paper and colored pencils. Students will be able to write, draw, and decorate the piece of paper that will give insight on their task. We then, as a class, will do a gallery walk and be able to ask questions. While students are working on their task, I will write a question on the board, this is for the Quick Writes in-class assignment, that allows for checking for understanding. Students will do the Quick Writes assignment after the the class participates in the Gallery Walk and fitday.com is introduced.  
**Equip, Explore, Rethink, Tailors:** Visual, Verbal, Interpersonal, Intrapersonal, Kinesthetic  
  
Students will be able to consider their own eating habits by entering in their food and activity log into fitday.com. This site is a great tool because it gives visual representations as well as percentages. After recording in these two logs, students will then write a two page reflection paper about their eating habits. Gifted students will have a slightly different task. they will also be recording these logs for six days, however, three days will be what they ate and did specifically and the other three days will be what they think their assigned character (from Lesson 4) ate and did. Their reflection paper will also be two pages, however I want them to not only consider their eating habits, but also compare their eating habits to the assigned character, who has a diet related disorder or disease.  
**Explore, Experience, Rethink, Revise, Refine, Tailors:** Logical, Intrapersonal, Visual  
  
When checking for understanding, students will be doing Quick Writes. This will be done at the end of class, however, if a student does not get it completed I will accept it by the end of the day. Some students will have a lot more to say than five minutes of writing and I encourage that. Students who ask to pass it in later, however, need to be actively working on it during the five minutes of class time that is provided. I won't tell the students that until after the five minutes though, to ensure people are working on it in class. A checklist will also be used by the students and myself. The requirements are pretty cut and dry, not a lot lot of specifics are required. The main points are hard to evaluate beyond, yes it is done or no it isn't. I want my students to have heart-felt reflections without me specifically telling them what they must say or do.  
**Evaluate, Tailors:** Intrapersonal, Verbal(Linguistic)  
  
  
  
**Content Notes**   
Students will know terms and definitions of:

* [Macro-nutrients](http://www.mckinley.illinois.edu/handouts/macronutrients.htm) (The larger substances that we consume in excess)
  + Carbohydrates –The body’s main source of energy. Found in not only bread, but nuts, fruits, yogurt, and milk. Fiber is considered a carbohydrate that our body cannot digest, it aids in digestion. Eating a high-fiber diet has proven to decrease risks of heart disease, obesity, and cholesterol. Carbohydrates should contribute to 45-65% of our total daily intake.
  + Fats – Fats should be 20-35% of our total daily intake. Fat can give flavor and consistency to foods. Fat also provides some energy and also allows for absorption of certain vitamins. Fats can be found in meats, milk, nuts, and butter/oils. There are three main types of fats, trans-, saturated, and unsaturated. The best kinds of fats to be consuming are unsaturated fats because they contain fewer additives like sugar, salt, and other preservatives. Consuming unsaturated fats can aid in lowering your risk for heart disease, whereas trans-fats and saturated fats can increase the risk.
  + Protein –Protein should be about 10-35% of our total daily intake. Examples of proteins include nuts, fish, lean meats, and eggs. Protein helps aids in tissue repair and the immune system. Protein also acts as an energy source when we have no carbohydrate energy.
* [Micro-nutrients](http://www.fitday.com/fitness-articles/nutrition/vitamins-minerals/micronutrients-what-they-are-and-why-theyre-essential.html) (The smaller substances we consume, like vitamins and minerals.)
  + [Vitamins](http://www.medicalnewstoday.com/articles/195878.php) –Two types, fat soluble and water soluble. Fat soluble vitamins are vitamins A, D, E, and K. They get stored in our fat so they can be used later. Water soluble vitamins include the B vitamins and vitamin C. These get flushed out of our body regularly when we use the bathroom, so we must consume them daily.
  + [Minerals](http://www.foodpyramid.com/dietary-minerals/) –Minerals include all of our electrolytes like shttp://edu221spring2013class.wikispaces.com/page/edit/L3%20Cheyenne%20McCarthyodium and others like iron. These aid in the body’s overall well-being, helping our blood, bones, and everything else.
* [Supplement](http://ods.od.nih.gov/HealthInformation/DS_WhatYouNeedToKnow.aspx) –Supplements are usually in pill form. We take them when our diet is lacking a certain vitamin or mineral, for example taking an Iron pill or a vitamin C pill. When children take a vitamin, like the Flinstone’s vitamins, that is a supplement.

1. Vitamins
   1. Vitamin A - Vitamin A is required for proper development and function of eyes, skin, and immune system. This is a fat soluble vitamin, which means it is stored in the body for later use; this means you can have too much. Ingesting too much Vitamin A, over a longer period of time, can cause nausea, stomach discomfort, fatigue, and irritability. In women (who have passed menopause), too much Vitamin A can cause osteoporosis. People who have Liver Disease are encouraged to not take too much Vitamin A, as it can be harmful and make it worse. A lack of Vitamin A can cause a poor immune system and skin lesions, like acne or even sores. Without Vitamin A, the skin cannot properly function to maintain the tissue. Vitamin A can be found in milk, eggs, and cheese, as well as yellow and orange fruits and vegetables.
   2. Vitamin B Complex- These are also known as the "Energy Vitamins" and there are eight of them; B1-B3, B5-B7, B9, and B12. All of these vitamins are water soluble, so there is little risk of having too many. Water soluble vitamins regularly get flushed out of our system when we go to the bathroom. You can have too few, however, and that could lead to fatigue, feeling "fuzzy", cramps, and nausea. Specifically, not having enough B9, if pregnant, can cause Spina Bifida, an insufficient amount of B6 can cause convulsions and anemia, and a deficiency in B3 can lead to Pellagra, a disease that causes sunburns, diarrhea, and mental confusion. Good sources of the B-Complex vitamins include, Brewer's Yeast, fish, eggs, nuts, and dark green vegetables.
   3. Vitamin C- This is also a water soluble vitamin, although these are regularly flushed out of your system, you can consume too much, which can lead to kidney and/or bladder stones. A lack of Vitamin C can cause bruising and inability to fight off infection. One common misconception people have is that Vitamin C will cure a cold, this is false. Having a good Vitamin C intake can help prevent a cold because your immune system will be strong. Taking Vitamin C after you get a cold won't help because the damage is done. Good sources of Vitamin C are citrus fruits, berries, raw peppers, and raw spinach, amongst other fruits and veggies!
   4. Vitamin D- This is a fat soluble vitamin that enables the body to retain calcium and phosphorus. The body can produce it's own Vitamin D in the skin paired with sunlight, but not enough to meet the Daily Recommended Intake. Even though this is a fat soluble vitamin, so it gets stored for later use, it is rare to have too much, most people would be considered as having a slight deficiency. Having too much, though, can cause lethargy and kidney damage. Having too little, on the other hand, can cause deformed bones, like bowed legs, muscle weakness and spasms, and pain in the bones. Going outside when it is sunny is a great way to get the naturally produced Vitamin D in your body, if there is no sun though, try some milk, eggs (yolk), and fish.
   5. Vitamin E- This fat soluble vitamin aids in the formation of muscles, red blood cells, and tissues. Having too much of this vitamin is also not extremely common and is also not as severe as other vitamins when it comes to having too much. Too much Vitamin E can increase the risk of a bleeding problem. Having too little Vitamin E, although rare, can cause mild anemia and birth defects. Some great sources of Vitamin E include nuts and oils.
   6. Vitamin K- The last of the four fat soluble vitamins, Vitamin K is essential in blood clotting and bone formation. Having too much of this vitamin can cause anemia, jaundice, and sweating. Not having enough can cause digestive problems and blood clotting problems that could cause someone to not stop bleeding. Sources of this vitamin include, green, leafy vegetables, broccoli, and milk.
2. Minerals
   1. Potassium- Potassium is sometimes used to treat high blood pressure and prevent stroke. It helps with fluid balance and various chemical reactions. Not having enough Potassium can cause dizziness, weakness, and even paralysis. Honey, bananas, and raw vegetables such as garlic, onions, and peppers are all good sources of Potassium.
   2. Sodium- The most common form of sodium is simple table salt. Sodium is also found in processed foods as a means to add flavor and preserve them. Too much sodium in your diet can lead to high blood pressure.
   3. Iron- Low iron can be a sign of anemia. Iron aids in cell growth, a lack of iron can lead to low immunity, fatigue, and poor work performance. Having too much can be fatal. Good sources of Iron include fish, spinach, and beans.
   4. Calcium- Calcium is essential in bone and tooth health. It also aids in the heart, nerves, and blood-clotting system. Low levels of Calcium, over time, can lead to osteoporosis. Good sources of calcium include dairy products, kale, and broccoli.

**Handouts**  
Graphic Organizer  
Checklist  
  
  
**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**  
  
**Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**  
  
  
**Learning Styles**  
  
**Clipboard:** Clipboards will like being able to relate to this information as well as the structure of a checklist that is given. The graphic organizer will also be beneficial to this learner. Having the visual log will be a great help to these learners. They like the structure and concreteness of the information, and it will aid in their reflection paper.  
**Microscope:**  
Using a graphic organizer caters to these learners because they like to organize information. They also like to play with new ideas and models. Being able to use fitday.com, which will be new to all the students, and being able to analyze the data they are seeing from putting in their information will be fun for these learners.  
**Puppy:** Doing a Gallery Walk as a class and being able to talk with their peers is comforting to these students. They like making sure everyone succeeds, so allowing them to help others understand their piece in the Gallery Walk will make them feel good as well.  
**Beach Ball:** Beach ball learners like to be creative and move about, the Gallery Walk is for these students! These students also like new ideas and challenges, considering their own eating habits and even comparing them to someone else's (even if that someone is a made up individual) will be exciting for these students.  
**Rationale:** By catering to each of the four learning styles, I will be able to ensure that all my students are comfortable in the learning atmosphere. Students will be able to push themselves in some areas and find their niche in others. This will hopefully allow for overall success throughout the entire class.  
  
  
**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**  
**Formative (Assessment for Learning)**  
**Section I –**Students will do a Quick Writes assignment. This is a means of checking for understanding. Students will be asked to recall a specific incident where they had an unbalanced diet and write about how they felt after. They should include a lack or too overload of a specific macro-nutrient. They may not know, but want to, that is okay as well. I want to see where they are at and what I should be going over for the day.  
**Section II –** Self-Assessment using a Checklist so students have a structured outline that includes what they must do. This assignment is pretty straight forward so a short checklist is all the students will need to be successful. A checklist will also be used by the teacher, this will be beneficial because the teacher can see six days, check or not, and write beside it any comment.  
**Summative (Assessment of Learning): Log on fitday.com combined with a paper (25 points)**: Students will use the website fitday.com to log at least six days of their food/activities. They will then write a two page reflection paper that discusses what they learned about their own diet/eating habits. Gifted students will also log entries for six days, however, for three days they will log entries of their own intake and the other three days they will log entries of another person (with consent). They will also write a two page reflection paper about what they learned about their own eating habits, as well as how it compares to another person's eating habits. Since students will need six days of log entries, the reflection paper will be due later, with lesson 6.  
  
**Rationale:** Engaging learners in multiple ways will ensure that everyone can have their needs being met throughout the course of this lesson. Allowing students to learn from one another, as well as teach one another, will allow them to grow as individuals and help them fully grasp the key concepts. Giving a checklist that states specifically what things need to be included in the product, but also allowing creative freedom at the same time aids in decision making and personal growth as well.  
  
  
**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**  
  
**Content Knowledge:**  
  
**MLR or CCSS:**  
Maine Learning Results  
Content Area: Health Education and Physical Education  
Standard Label: F  
Standard: F2 Goal Setting  
Grade Level: 9-Diploma  
Students develop and analyze a plan to attain a personal health goal.  
**Facet:** Self-Knowledge  
  
**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**  
  
**MI Strategies:**  
**Verbal:** Daily presentations and discussions posed by teacher.  
**Logic:** Daily intake will be changed into percentages of total daily intake.  
**Visual:** Students will use FitDay, which uses visuals and charts, to understand their own intake in terms of percentages.  
**Kinesthetic:** Students will do a gallery walk which will allow them to get up and learn the objectives.  
**Intrapersonal:** The Quick Writes assignment allows students to individually reflect on their knowledge.  
**Interpersonal:** Students use cooperative learning, through a gallery walk.  
  
**Type II Technology:** Students will be using fitday.com to aid in writing a two page reflection paper.  
  
**Rationale:** This lesson caters to individual intelligences and different learning styles. It is important to know that each student learns differently and we should try our best to meet their needs so they can achieve success. Students will also be challenged during this lesson, and they may also have to step outside their comfort zone just a bit, but they will not be challenged so much that it will cause them much distress. Not only will my students gain and express mastery of the subject matter of this specific lesson, but they will (hopefully) learn something about themselves (how they learn, maybe) and learn something about their peers (how their peers learn, how to work together, etc.) as well.  
  
  
***NETS STANDARDS FOR TEACHERS***  
**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**  
a. Promote, support, and model creative and innovative thinking and inventiveness

* Students will receive positive feedback.
* Students will be encouraged to be creative, the checklist is specific of what content needs to be included, yet it is broad enough to leave room for the imagination piece.
* I will offer vague ideas for struggling students. They can take that idea and expand on it.

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

* Students will be using fitday.com (some will be comparing their own diet to that of a person with a diet-related disease or disorder.
* Students consider their own health habits when it comes to diet.
* Students will be doing a Gallery Walk that allows them to learn and teach others about having too many or too little of a specific macro-/micro-nutrient.

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

* Students will be writing a reflection paper.
* Students will use fitday.com.
* Students will complete a Quick Writes assignment that has them reflecting on their eating habits.

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environment

* I will have discussions with the class.
* Gallery Walk
* Catering to the multiple intelligences.
* Catering to multiple learning styles.

***Rationale:***  
Giving students many options within specific parameters allows my students to be creative and use their imagination. I cater to three fourths multiple intelligences and all four of the learning styles. I encourage students to create drawings or writings that express how to solve having too little or too many vitamins and minerals. I also encourage deep thought in their reflection paper.  
  
**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**  
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

* The use of fitday.com over an extended period of time.
* There is a class wiki that all students can access.

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

* The use of fitday.com over an extended period of time.
* Logging personal information on fitday.com other than daily intake. (Weight, activity, measurements, etc.)

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

* The use of fitday.com over an extended period of time.
* Gifted students will compare their own eating habits to the eating habits of another.

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

* Students will be using fitday.com over n extended period of time.
* Gifted students will compare their own eating habits to the eating habits of another.

**Rationale:** The amount of technology used in this lesson is minimal, however fitday.com caters to many individuals. During class they will briefly look at fitday.com, but they will be using it over an extended period of time. Through this site students can enter in personal information related to dietary intake, activity level, weight and measurements, and many more things. Fitday.com puts your information into visual forms, like graphs. Students will also be able to look through articles provided on fitday.com about nutrition. Using this site will cater to many different learning styles, as well as allow students to gain insight and knowledge related to nutrition as a whole and on an individual level.